



Inman Intermediate

10 W. Miller Street
Inman, SC 29439

Grades	4-6 Elementary School	
Enrollment	349 Students	
Principal	Debbie Wright	864-472-1510
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

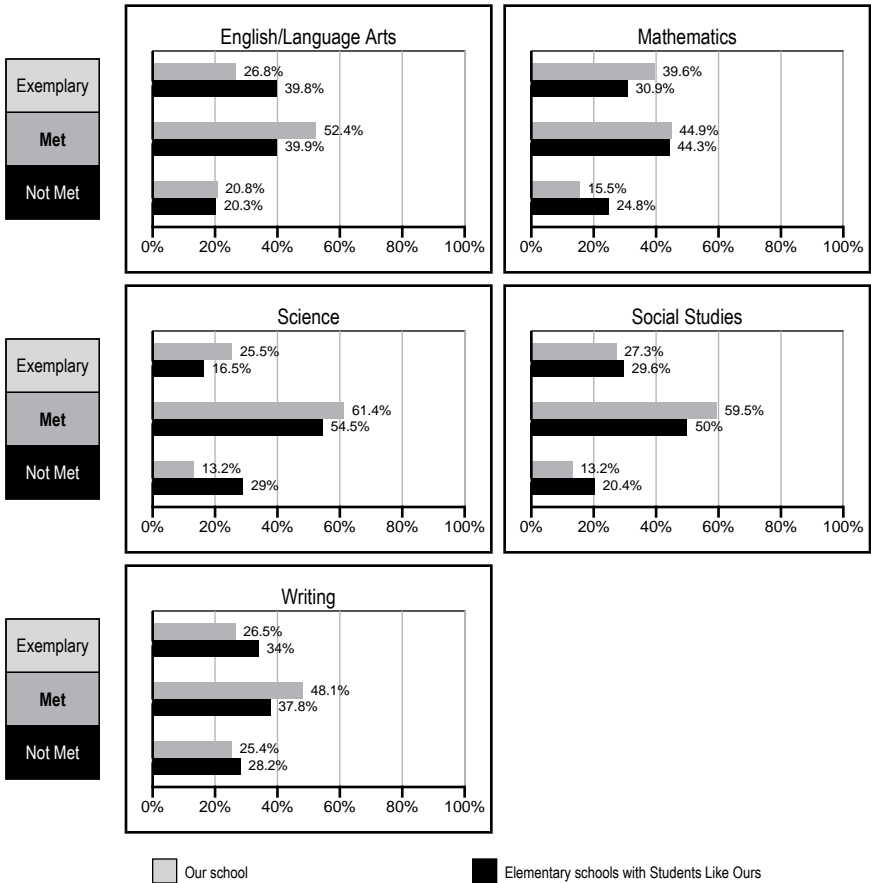
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	29	53	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=349)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	2.0%	1.9%
Attendance rate	96.9%	Up from 96.5%	96.2%	96.3%
Eligible for gifted and talented	9.6%	Down from 10.6%	11.1%	10.0%
With disabilities other than speech	14.7%	Up from 14.4%	8.7%	7.7%
Older than usual for grade	0.6%	Up from 0.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	52.4%	Down from 57.1%	59.0%	59.4%
Continuing contract teachers	85.7%	Up from 76.2%	84.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.4%	85.9%
Teacher attendance rate	95.7%	Up from 94.3%	95.3%	95.1%
Average teacher salary*	\$45,431	Up 2.3%	\$46,979	\$47,149
Professional development days/teacher	12.5 days	Down from 13.1 days	11.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 22.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 90.1%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$6,133	N/A	\$7,131	\$7,458
Percent of expenditures for instruction**	67.2%	N/A	68.0%	68.8%
Percent of expenditures for teacher salaries**	65.1%	N/A	63.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Inman Intermediate School was an exciting place to be as we celebrated this year's theme, "Keep Your Head in the Game." We started the year with a renewed vision and purpose, concentrating on three key goals for the 2008-2009 school year: increasing student achievement, involving parents and community, and impacting teacher growth. Our faculty and staff have been committed throughout the year to doing "Whatever It Takes" to facilitate our vision and goals. We have encouraged and received the support of our stakeholders, including parents, PTO Council, SIC, and the Inman community.

Our staff development focused on data analysis to drive instruction, a school-wide study group where teachers worked with curriculum coaches in the areas of improving reading comprehension, integration among all subject areas, creating teacher-made assessments that model the "backwards by design" theory, benchmark testing, inquiry-based instruction in science and math, Math Out of the Box support, technology instruction, and best practices in science instruction. Three of our teachers are involved in the American History Grant and have provided guidance to all our social studies teachers. Our curriculum coaches provided embedded staff development that has proven to be invaluable in supporting teachers in implementing research-based best practices. Weekly grade-level meetings focused on student achievement, strategies to improve instruction with struggling students, and the use of our data wall to drive instruction. We continue to use Dominie, MAP, and PACT to drive and differentiate instruction. Teachers are encouraged to attend conferences and observe the classrooms of exemplary teachers. Several teachers received EIA grants, and our school was awarded a Walk to School Grant sponsored by the SC Department of Transportation.

Students received free books three times a year through a RIF (Reading is Fundamental) Grant. Students also participated in the 5000 Book Challenge, with our students meeting the challenge of reading over 5,000 books this year. A school-wide character education program emphasizes a yearlong focus on the development of key character traits. The Kiwanis Club sponsors a monthly Terrific Kids recognition for each classroom. Faculty, staff, and students participated in several service projects this year, including Relay for Life, Habitat for Humanity, Meals on Wheels, canned food drives for local agencies, visited local nursing homes, March of Dimes, and participated in the "Heifer Project," which donates livestock to third-world countries.

Our mission at Inman Intermediate School is "to develop responsible citizens and future leaders through acceptance, high expectations, and personal pride, building a safe, productive environment uniting family, community, and school." The faculty and staff of IIS invite you to take an active part in your child's education and join us in fulfilling our mission for the students of IIS. For more information, please visit our school website at www.spart1.org/iis.

Debbie Wright, Principal
Cornelius Huff, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	109	62
Percent satisfied with learning environment	100.0%	89.0%	93.4%
Percent satisfied with social and physical environment	100.0%	87.2%	93.3%
Percent satisfied with school-home relations	96.4%	90.8%	84.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 24 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	347	99.7	20.8	52.4	26.8	86.3	86.6	82.8	Yes	Yes
Gender										
Male	183	99.5	24.4	47.7	27.8	81.8	84.6	79.3	N/A	N/A
Female	164	100	16.9	57.5	25.6	91.3	88.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	245	99.6	19.4	48.5	32.1	87.8	88	89.5	Yes	Yes
African American	67	100	29.9	56.7	13.4	79.1	77.3	73.7	Yes	Yes
Asian/Pacific Islander	13	100	9.1	81.8	9.1	100	91.7	92.3	I/S	I/S
Hispanic	17	100	17.6	76.5	5.9	82.4	84.1	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	59	100	64.9	26.3	8.8	50.9	50.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	9.3	69.8	20.9	93	82.9	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	205	100	25	55	20	82	81.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	347	99.4	15.5	44.9	39.6	89.3	86.7	78.9	Yes	Yes
Gender										
Male	183	98.9	19.9	40.3	39.8	86.4	86.2	77	N/A	N/A
Female	164	100	10.6	50	39.4	92.5	87.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	245	99.6	10.5	46.8	42.6	92	88	87.2	Yes	Yes
African American	67	100	35.8	40.3	23.9	77.6	75.7	66.7	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	94.4	93	I/S	I/S
Hispanic	17	100	17.6	29.4	52.9	88.2	86.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	59	100	47.4	40.4	12.3	56.1	53	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	45	97.8	4.7	39.5	55.8	97.7	85.9	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	205	99.5	19.5	47	33.5	86	82.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	226	100	13.2	61.4	25.5	86.8	80.1	67.5
Gender								
Male	117	100	17.9	58	24.1	82.1	80	67
Female	109	100	8.3	64.8	26.9	91.7	80.2	68
Racial/Ethnic Group								
White	159	100	8.4	61.3	30.3	91.6	82.3	79.5
African American	43	100	32.6	60.5	7	67.4	67.8	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87	84.3
Hispanic	11	100	18.2	63.6	18.2	81.8	71.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	38	100	35.1	54.1	10.8	64.9	46.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	27	100	7.7	76.9	15.4	92.3	74.3	59.6
Socio-Economic Status								
Subsided meals	134	100	16.7	62.1	21.2	83.3	72.4	55.1

Social Studies

All Students	226	100	13.2	59.5	27.3	86.8	80.9	72.3
Gender								
Male	113	100	13.6	53.6	32.7	86.4	81.5	71.5
Female	113	100	12.7	65.5	21.8	87.3	80.4	73.2
Racial/Ethnic Group								
White	160	100	12.3	57.8	29.9	87.7	81.8	80.7
African American	43	100	23.3	62.8	14	76.7	73.1	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.3	88.5
Hispanic	12	100	N/AV	N/AV	N/AV	100	83.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	39	100	37.8	48.6	13.5	62.2	50	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	30	100	3.3	73.3	23.3	96.7	85.9	67.9
Socio-Economic Status								
Subsided meals	136	100	18	61.7	20.3	82	75.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	348	99.7	25.1	48.2	26.6	74.9	76.5	70.2	96.9	96.5
Gender										
Male	180	99.4	30.3	48	21.7	69.7	70.5	63.2	96.8	96.5
Female	168	100	19.6	48.5	31.9	80.4	82.8	77.5	96.9	96.4
Racial/Ethnic Group										
White	244	99.6	24.1	48.1	27.8	75.9	78	79.1	96.5	96.3
African American	68	100	32.4	45.6	22.1	67.6	67.6	57.6	97.4	97.2
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	89.7	86.2	97	97.2
Hispanic	17	100	35.3	35.3	29.4	64.7	65.2	62.6	98.9	97.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.9	92
Disability Status										
Disabled	58	98.3	72.7	21.8	5.5	27.3	26.8	26.1	96.5	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	46	100	20.5	52.3	27.3	79.5	69	61.2	97.8	96.9
Socio-Economic Status										
Subsidized meals	206	99.5	31.5	44.5	24	68.5	68.3	58.9	96.5	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	107	100	18.3	49	32.7	81.7
	5	116	99.1	18.8	56.3	25	81.3
	6	124	100	25	51.7	23.3	75
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	107	100	7.7	51	41.3	92.3
	5	116	98.3	19.6	41.1	39.3	80.4
	6	124	100	18.3	43.3	38.3	81.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	107	100	5.8	61.5	32.7	94.2
	5	56	100	16.4	63.6	20	83.6
	6	63	100	23	59	18	77
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	107	100	2.9	61.5	35.6	97.1
	5	58	100	22.8	56.1	21.1	77.2
	6	61	100	22	59.3	18.6	78
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	110	99.1	17.9	53.8	28.3	82.1
	5	115	100	29.5	43.8	26.8	70.5
	6	123	100	27.5	47.5	25	72.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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